

SCAWSBY SALTERSGATE INFANT SCHOOL



Positive Handling Policy

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Saltersgate Infant School Positive Handling Policy

Introduction

At Saltersgate Infant School, we believe that children need to feel happy, safe and secure and develop good relationships with the adults who work here. We promote the personal, emotional, social and physical development of each individual child. We believe that children need to have many opportunities for freedom of movement indoors and outside, including our Forest School. We believe that for emotional development, very young children need physical comfort / contact when appropriate.

We have a behaviour policy in place which actively teaches children our codes of behaviour with a strong focus on positive praise (see behaviour policy). This policy works well for the vast majority of our children. However, for a very small minority of children, we may occasionally have to use 'safe holds.' All Saltersgate, staff need to feel able to manage risk and inappropriate behaviour, and to have an understanding of what and how challenging behaviours might be communicated. They need to know what options are open to them, and they need to be free of undue worries about the risks of legal action against them if they use appropriate safe holds. Parents need to know that their children are safe with us, and they need to be properly informed if their child is the subject of a safe hold, including the nature of the safe hold, and the rationale for its use (see appendix 3).

Staff within Saltersgate Infant School are trained to look after pupils in their care. Staff have a duty to intervene in order to prevent pupils from hurting themselves or others. If a member of staff ever needs to intervene physically or use a 'safe hold', they will follow the school's Positive Handling Policy.

Staff trained in the pre-emptive and responsive positive handling strategy techniques of TEAM TEACH will use 'safe hold' techniques with children when necessary. Further details of the TEAM TEACH approach can be found on the TEAM TEACH website www.team-teach.co.uk There may be occasions where a member of staff may be required to physically intervene or use a 'safe hold' with a pupil who is endangering themselves or others, however, we would expect more experienced or trained staff to take over wherever and whenever possible.

Definition

The term 'positive handling' involves a wide range of supportive strategies for managing challenging behaviour. It recognises that there needs to be a clear and consistent positive handling policy which supports pupils who have social, emotional and behavioural difficulties within an ethos of mutual respect, care and safety.

2. Definition of 'restrictive physical intervention'

The Law allows for teachers and other persons authorised by the Head Teacher to use Restrictive Physical Intervention to prevent a child from doing or continuing to do any of the following: -

- injuring themselves or others
 - causing damage to property
 - engaging in any behaviour that is prejudicial to maintain the good order and discipline at the Centres
- "Restrictive Physical Intervention" is the term used by the DFE to include interventions where bodily contact using force is used. It refers to any instance in which a teacher or other adult authorised by the Head Teacher has to, in specific circumstances, use "reasonable force" to control or restrain pupils. There is no legal definition of "reasonable force".

However, there are two relevant considerations:

- the use of force can be regarded as reasonable only if the circumstances of an incident warrants it
- the degree of force must be in proportion to the circumstances of the incident and the seriousness of the behaviour or consequences it is intended to prevent

The school takes seriously its duty of care to pupils, employees and visitors to the school.

- The first and paramount consideration is the welfare of the children in our care
- The second is the welfare and protection of the adults who look after them. Section 93 of the Education and Inspections Act 2006 enables a school's staff to use such force as is reasonable. There is no legal definition of when it is reasonable to use force

At Saltersgate Infant School we **DO NOT** use the term 'physical intervention'. Instead, we use a 'safe hold' approach which focuses on fostering a positive environment where physical handling is used only as a last resort. Our training emphasises communication and de-escalation, as well as a full understanding of the causes of challenging behaviour, reducing the need for invasive interventions.

The use of 'safe holds' may be appropriate and will be used only when all other strategies have failed, and therefore only as a last resort. However, there are other situations when physical management may be necessary, for example in a situation of clear danger or extreme urgency. Certain children may become distressed, agitated, and out of control, and need calming with various strategies which are suited to that child's needs and situation. An example of this could be a 'calming hold.' The safety and wellbeing of all staff and pupils are important considerations. Under certain conditions this duty must be an over-riding factor. School staff are authorised by the Head Teacher to have control of pupils, and must be aware of this Policy and its implications. Students and volunteers will not be permitted to

use any restrictive physical interventions. We take the view that staff should not be expected to put themselves in danger, and that removing children and themselves is the right thing to do. We value staff efforts to rectify what can be very difficult situations and in which they exercise their duty of care for the children.

Planning the use of a 'safe hold '

Before using safe holds, we take effective action to reduce risk by:

- Showing care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiating and reasoning
- Giving clear directions for pupils to stop
- Reminding pupils about our Golden Rules
- Removing an audience or taking vulnerable pupils to a safe place
- Making the environment safer by moving furniture and removing objects which could be used as weapons
- Using positive guidance to escort pupils to somewhere less pressured
- Ensuring that colleagues know what is happening and call for help.

Safe Holds

At our school we only use safe hold when there is no realistic alternative.

We expect staff to conduct a risk assessment and choose the safest alternative. It also means that we expect staff to experiment and think creatively about alternatives to physical intervention which may be effective. The paramount consideration is that the action is taken in the interest of the child and that it reduces rather than increases risk. Any response to extreme behaviour should be reasonable and proportionate. Safe holds must only be in accordance with the following:

- The child should be in immediate danger of harming itself or another person or in danger of seriously damaging property
- The member of staff should have good grounds for believing this, following individual pupil positive handling plans
- Every effort should be made to secure the presence of other staff before applying safe hold

• Once safe, the safe hold should be relaxed to allow the child to regain self-control.

- Safe holds should be an act of care and control, not punishment.
- Safe holds should not usually be used purely to force compliance with staff instructions when there is no immediate danger present to people and property.
- The safe holds should be discussed with the child, if appropriate, and the parents at the earliest opportunity.
- In addition, either before or during the safe hold, staff should speak calmly as a way of reassurance e.g. I am doing this to keep you safe.

An example of this is Appendix 2.

Responding to unforeseen emergencies

Even the best planning system cannot cover every eventuality, and the school recognises that there are unforeseen or emergency situations in which staff have to think on their feet. An unforeseen event may require an emergency response. After that event, staff have a duty to plan ahead and prepare a risk assessment.

Acceptable forms of interventions

We are an infant school and our children range from 3-7 and we have children with additional needs (SEN). Such young children require positive touch and a more hands-on approach to support their personal, social and emotional development as well as supporting them in all other areas of learning. Physical contact is never made as a punishment. According to the needs of individual children, we may use physical touch/safe hold:

- to give reassurance to a child
- to comfort a child in distress
- to ensure children have every opportunity to benefit from the nursery curriculum (EYFS)
- to gently direct a child
- to support children in learning life skills such as toileting
- when providing intimate care such as changing nappies
- to provide support within a physical activity such as climbing/movement
- in an emergency to avert danger to the pupil or pupils

Risk Assessment

Risk assessments are required for pupils who exhibit extreme behaviour. Responsible staff should think ahead to anticipate what might go wrong. When considering a pupil's behaviour, staff will think about the following questions:

- Can we anticipate a Health and Safety risk related to this pupil's behaviour?
- Have we got all the information we need to conduct a risk assessment?
- Have we provided a written plan as a result?
- What further steps can we take to prevent dangerous behaviour from developing?

Positive Handling Plans Risk management is regarded as an integral part of behaviour management planning. All pupils who have been identified as presenting a risk should have a Positive Handling Plan. The plan details any strategies which have been found to be effective for that individual, along with any particular responses which are not recommended. Any particular physical techniques which have been found to be effective should be named, along with any alerts to any which have proved to be ineffective or which caused problems in the past. Positive Handling Plans should be considered along with the child's Statement of SEN and any other planning document relevant to the pupil. They should take account of age, sex, level of physical, emotional and intellectual development, special needs and social context (see appendix 3).

Developing a positive handling plan

If a child is identified for whom the Safe Hold Intervention is likely, then a Positive Handling Plan will be agreed and completed with parents. This Plan will include strategies to help the child avoid getting into these situations and identify the early warning signs that indicate foreseeable behaviours that may be developing. The plan will include:

- involving parents/carers and the child to ensure they are clear about what specific action may be taken, when and why
- a risk assessment to ensure staff and others act reasonably, consider the risks, and learn from what happens
- identifying key staff who know exactly what is expected e.g. the key person or familiar learning support assistant
- identifying training needs

Post Incident Debrief

Following a serious incident, it is school policy to offer support to all involved. This is an opportunity for learning, and time needs to be given for following up incidents so that pupils have an opportunity to express their feelings, suggest alternative courses of action for the future and appreciate other peoples' perspective. It is difficult to devise a framework of support that meets the need of all staff. As individuals, we all vary in how much support we need after an unpleasant incident. Generally, a member of senior staff would expect to talk to staff and children involved (if appropriate) in any incidents involving violence. If members of staff need time to rest or compose themselves, then the Head Teacher, Deputy Head Teacher or Assistant Head Teacher will make arrangements for the class group to be supported.

Recording

- All incidents of unacceptable behaviour should be recorded using CPOMs
- All serious incidents or incidents involving safe holds will be recorded CPOMS. This will alert the DSL and DDSLs

Monitoring and Evaluation

The Head/ SLT will ensure that each incident is reviewed and instigate further action as required.

Guidance and training for staff

As part of their induction all staff are informed about our behaviour policy and this policy. Relevant staff are given training in manual handling techniques.

Parents

When there is concern about a child, parents will be invited to contribute to a risk assessment and Positive Handling plan. Written parental agreement will form part of this. Parents will be informed of the school's policies. Parents will be informed following serious incidents or incidents where a safe hold has taken place.

Complaints and Allegations

Any complaints will follow the school's complaints procedure.

APPENDIX 1

Saltersgate Infant School

RECORD OF INCIDENT REQUIRING POSITIVE HANDLING

Name:		Date:
Time of incident:	Finish:	Duration of hold:
Person recording incident:		
Location of incident:		

De-Escalation techniques used

Verbal advice:		Verbal Support:		Distraction:		Transfer to new adult:	
Removing audience:		Alternative offered:		Step away:		Limited choices:	
Calm Talking:		Space given:		Direction given:		Success reminder:	
Humour:		Reassurance:		Planned ignorance:		Consequences reminder:	
Help Script:		Supportive touch:		Simple listening:		Other:	
Apologising:		Agreeing:		Acknowledgement:			
Response to de-escalation:				Positive:		Negative:	

Reason for Intervention (Actual A / Threat T) - circle			
Injury to self:	A/ T	Criminal offence:	A/ T
Injury to staff/pupil:	A/ T	Serious disruption	A/ T

Medical Intervention			
Breathing monitored during incident	Y/N	Circulation monitored during incident	Y/N
Injuries to staff / pupil	Y/N		
If Yes, what?			

Team Teach Techniques used in intervention (number in order used) – <i>Bold indicates techniques this school has been trained to use</i>					
Help Hug		Friendly hold		Guided Escort	
Single Elbow		Double Elbow			
Position:	Standing:	Sitting:	Ground:	Escorting:	
Did position change: Y/N If so, to what position?					

Staff Members Involved:

Name:	Designation:	Active:	Passive:	Signature:

Details of the incident:

1. What happened prior to the incident/triggers?

2. What happened during the incident (try to include all details)?

3. What happened after physical intervention?

Action taken after the incident:

Outline of debrief:

Staff debriefed: Y/N

Time:

Date:

Signatures of all involved in debrief:

Action Taken / Outcomes

Risk Assessment Updated:

Personal Handling Plan Updated / Created:

Parents Informed on _____ (this should always be on the same day)

Outcome of parental discussion:

APPENDIX 2 Talk Script

8 part scenario

Notice the behaviour

Move the child – either guiding them and then potentially in a safe hold if necessary

Comfort the child using appropriate language – for example -I am sorry you are feeling this way but it is not appropriate to hurt adults. Calm and soothe at this stage

Sorting and calming activity to support with the regulation-use language like well done good girl you are looking at me, I can see your body is calm now because...

Talk to the children about their feelings- do they know what behaviours they have displayed – ‘Red brain’ (not thinking fight or flight mode)

The child at this stage may acknowledge their feelings and this then results in a consequence as not they are reflective on their actions emotions. A CONSEQUENCE MUST NOT BE GIVEN AS A PUNISHMENT.

Plan next time.

APPENDIX 3 Blank positive handling plan including RA Appendix

NEW BEHAVIOUR SUPPORT & POSITIVE HANDLING PLAN

Pupil's name:

Date of Plan: Review date of plan:

Does the child require 1-1 support Yes/No

Does the child require a bespoke timetable Yes/No

What does the behaviour look like?

Stage 1 Anxiety behaviours	Stage 2 Defensive behaviours	Stage 3 Crisis behaviours
What does this look like? Fidgeting, staring, covering face with hands, saying no,	What does this look like? Throwing small items, pencils etc.	What does this look like? Throwing, kicking furniture, hitting out, kicking, swearing.

<p>refusing to follow instructions.</p> <p>What can I do to help myself? Try and use words to tell staff how I am feeling.</p> <p>What can staff do to help me? Talk to me about how I am feeling. Offer me the opportunity to have 2 minutes calm time.</p>	<p>Swearing and hand gestures Refusal to follow instructions</p> <p>What can I do to help myself?</p> <p>What can staff do to help me? Give me time in a safe space.</p>	<p>What can I do to help myself?</p> <p>What can staff do to help me? Give me reminders Escort me out</p>
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Classroom support strategies-

What are the common triggers-

Pupil Voice – Children’s interests and praise points to use for distraction

De-escalation;

Notice the behaviour	
Attune	Look at you, I can see that you are ..(name what you see) and wonder out aloud ‘ I wonder if you’re angry’
Validate	It’s ok to be ...and it’s not safe
Calm & Soothe	
Post incident	

Further De-escalation strategies

	Try	Avoid
Verbal advice and support		
2 Choices		
Humour		
Time out		
Transfer adult		

Reminders		
Removing audience		
Giving space		
Reassurance		
Planned ignoring		
Acknowledgement		
Details of other;		

Preferred methods of physical intervention

	Try	Avoid	
A guided escort			
Care/comfort hold			
Bean Bag Hold			
Sitting Single Elbow (2 people)			

Risk assessment

I agree to the school's Behaviour Support and Positive Handling Plan for my child and I will support my child and the school in working towards these targets. I agree to Saltersgate Infant School Behaviour and Positive Handling Policy being implemented as necessary.

Signed by parent;

Date;